

*The preservice teacher
knows the discipline ...
Health Education*

(Kindergarten - Grade 12)

Introduction

The following competencies are intended to clarify Standard 1.1, “. . . knows the discipline,” in the Missouri Standards for Teacher Education Programs MoSTEP process. The competencies are firmly rooted in the profession’s best knowledge and practices. In addition to considering the findings from the 1995 Missouri Youth Risk Behaviors Survey, these competencies are drawn from guidelines established by the American Alliance for Health, Physical Education, Recreation and Dance and the American Association for Health Education. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers.

The Health Education competencies have been developed to correlate with the following documents:

- Missouri’s Show-Me Standards, abbreviated as:
HPE 1,4 = Health/Physical Education section, statements 1 and 4
G 3 = Goal number 3
- Missouri’s minimum requirements for Health Education certification, effective September 1, 1997, abbreviated as:
CR 1 = Certification Requirement 1

The beginning (preservice) health teacher will demonstrate a knowledge of and/or competency in the following areas of study:

1. The structures, functions, and interrelationships of body systems as they apply to improving and maintaining healthful living;

Although structure and function is a part of the competency, it is vital that there be a focus on the interrelationships of the body systems and the subsequent application of this material to healthy living. An example would be that knowing the structure of the heart is not useful unless there is an understanding that the coronary arteries provide the blood supply to the heart and are highly susceptible to disease because of risk factors and related health behaviors. (HPE 1; CR 1)

2. The principles of nutrition and their application in maintaining good health and preventing health related problems;

The application of the principles of nutrition to everyday life and their relationship to health problems is critical. The principle of the food pyramid is to establish a balanced diet, increase carbohydrate intake and reduce fat, thereby lowering the risk of heart disease and some types of cancer. Reducing the intake of refined sugar will improve dental health. (HPE 2; CR 2)

3. The use and abuse of legal and illegal drugs and their effects on the human body and society;

Studies relating to the use and abuse of legal and illegal drugs should emphasize what drugs can and cannot do for the individual and their potential effects, positive and negative, on society. Proper use of tranquilizers is valuable in the area of mental health. Misuse of alcohol and use of tobacco affects individuals adversely and is detrimental to society due to the increased costs for medical care, related family problems and loss of life. (HPE 5; CR 3)

4. The prevention and management of communicable and chronic diseases (physical and mental) and related health care;

Although the focus on chronic diseases is physical, teacher preparation also needs to address the chronic mental disorders. The communicable disease segment needs to address sexually transmitted diseases and HIV/AIDS. Although these are related to sexual activity, to be knowledgeable about them requires learning the communicable disease process (chain of infection). This competency should cover the most common chronic and communicable diseases. (HPE 3; CR 4, 8)

5. Consumer health issues related to the marketing, selection, and use of health products and services;

Marketing is the process of getting individuals to buy certain health products or services. Although much of consumer health can be integrated into other competencies, topics such as health care delivery systems, health insurance and how an individual can access the system should be part of consumer health. (HPE 6; CR 4, 8)

6. How to attain and maintain good mental health and its affect on the health of the body;

The beginning (preservice) health teacher will demonstrate a knowledge of and/or competency in the following areas of study:

Good mental health is important, however it goes beyond self concept and self esteem. Knowledge of how good mental health will lead to good physical health is critical. For example, a person with good mental health is less apt to misuse alcohol and drugs and is more apt to practice good health habits. (HPE 2; CR 5)

7. The dynamics of interpersonal relationships as related to family life, human sexuality, and growth and development;

Since the topics of family life, human sexuality and growth and development are viewed differently by communities, decisions about what is to be included under these topics should be determined locally. Beginning teachers should have a strong background in how to effectively handle these areas and how to adjust instruction to meet student needs. (HPE 2; CR 6)

8. Intentional (violence and suicide) and unintentional (accidents) injury prevention, first aid, emergency systems, and the effects of trauma;

Injury prevention, first aid, and other topics in this competency, historically, were taught in "safety." Current professional practice supports a more specific competency aligned with the risk behavior area cited by the Center for Disease Control. (HPE 7; CR 7)

9. The process of behavior change that favorably affects personal health;

Behavior change is a significant aspect of preparation to teach health education today. A variety of theories exist about how to do this. Focus should be on the process of behavior change that will lead to good health. Emphasis on accepting responsibility for health, setting goals and meeting those goals would be central to this process. (HPE 5; CR 4)

10. The expanded model of the Comprehensive School Health Program and the interrelationships of its components;

Statutes, regulations and policies are an integral part of the operation of a school and the instructional setting. An awareness of these and the resources available to assist teachers with health instruction and helping students to improve or maintain their health is worthwhile. For example, teachers should know what policies and regulations exist for handling referral of students who come to them with a concern or health problem.

11. Strategies used to identify and reduce health risks in the community and the environment;
(CR 8)

12. Career opportunities in health related fields; and

13. Decision making and communication skills in health related issues.

Decision making and communication skills can and should be woven into all of the competency areas. Special preparation should be provided to teachers to develop skills for teaching about conflict resolution, interpersonal relationships, and decision making regarding health issues.(G 3, 4)

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Development Committee

Certification Requirements, Health Education, grades Kindergarten-12, Missouri State Board of Education, effective September 1, 1997.

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